

ACTION PLAN

To contribute to the goal of preparing reflective practitioners, student teachers will write an Action Plan at the end of first, second, and third field experience with input from their cooperating teacher and/or the University supervisor. The Action Plan synthesizes each field experience's evaluation, links each field experience to the next, establishes goals for improvement, and forms an agenda for discussion between the student teacher, the cooperating teacher and University supervisor at the beginning of the subsequent field experience. **For First Field Experience only (excluding Physical Education students), the Action Plan will be completed during the co-requisite Professional Seminar course.**

Name: Anthony Albanese

Student Number 260713043

B.Ed. Program: Music

Field Experience: 1st **2nd** 3rd

I have shown *thorough to advanced* development in the following Professional Competencies developed during this field experience:

Competency 1 - To act as a professional inheritor, critic and interpreter of knowledge or culture when teaching students.

I was able to create many meaningful links during my time teaching, as well as build on existing knowledge by relating to what the students know already about music.

Competency 2 - To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.

I spoke with conviction while teaching, while correcting students' mistakes when communicating both orally and in writing.

Competency 4 - To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study.

I created many situations within the classroom and small groups that created conditions in which students can engage in meaningful situations. This occurred within my small group rhythm lesson, as well as when I was teaching the class songs for their musical. I encouraged cooperative learning and team work when they had to work with one another.

Competency 6 - To plan, organize and supervise a class in such a way as to promote students' learning and social development.

I communicated with the class assertively, gaining most students' attention while expressing my goals for the day. I gauged whether or not they were ready to move forward in the lesson by asking them how they felt the lesson was going in an individual manner. I remained diligent in utilizing consequences when unwanted behaviour occurred.

Competency 10 - To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

I adapted lessons with assistance from my cooperating teacher in order to accommodate a younger learner. I make sure I am an attentive listener when communicating with students and teachers.

Competency 12 - To demonstrate ethical and responsible professional behaviour in the

performance of his or her duties.

I realize that my professional values have a large impact on the students I am teaching. I allow for democratic moments during my lessons to allow students the freedom of choice of what they would like to do next. I encourage respect between all students, and treat them all equally.

I would like to improve my skills in the following Professional Competencies developed during this field experience:

Competency 9 – To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school.

While I attempted to be involved in some extracurricular projects within the school, I did not want to overstep my boundaries. This field experience is not too long, so I have not had the opportunity to interact with parents of students, as well as other members of the community.

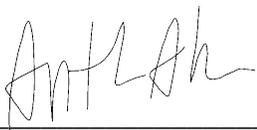
Competency 11 – To engage in professional development individually and with others.

I have discussed specific situations with my cooperating teacher as well as reflecting on it in my journal. The two seminars I have taken have aided in my professional development, but I feel that more individual work is needed outside of school.

I will make use of the following strategies for improvement:

I plan to become more involved with the community over my summer by volunteering. I hope that this strategy will aid in make connections throughout the city that will be more helpful towards future field experiences community life, and educational objectives. I also plan on developing my confidence towards interjecting myself in new situations. As a rather quiet and shy person, I sometimes take a back seat when I could be contributing when it comes to interacting with new groups. I plan on listening and reading audio tapes and self-confidence books when I have leisure time over the summer.

While I have engaged in professional development with McGill in the seminar classes as well as with my cooperating teacher, I feel that my ambition for individual development has been subpar at best. I want to become more inspired to discover new resources for individual development outside of McGill. I will go about this by doing independent research online, as well as looking for new educational podcasts that will inform me of different strategies in the classroom. I plan on seeking out part time work as a group instructor for music this summer and look forward to meeting new people and sharing my experiences with them, and learning from them.



May 19, 2017

Student teacher's signature

Date

This completed Action Plan is to be discussed with your cooperating teacher and McGill supervisor at the start of your subsequent field experience.